

# Translation Errors Made by Visually Impaired Translators and Their Implications for Translation Accuracy

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**Abstract**—Recently, many translation products created by visually impaired translators have emerged in Indonesia. The quality of these translated works has been widely studied (Nugroho et al., 2016; Suryaningtyas & Cahyono, 2018), but these studies have not examined the effect of errors on the quality of translation accuracy. Using actual translation assignments, we identified errors made by visually impaired translators in academic and non-academic texts, and also the effect of these errors towards the quality of translation accuracy. From the data analysis stage, the researchers managed to identify major translation errors and minor translation errors. Major errors include incorrect words, incorrect terminology, incomplete sentences, and parts of speech. The minor errors consist of punctuation, spacing, omission, loan words, and redundant words. All types of translation errors, both major and minor, reduce the quality of translation accuracy. Interestingly, only spacing errors do not fully reduce the quality of translation accuracy in both types of texts. This happens because there is neither alteration nor ambiguity of meaning, and loss of certain information in the translated text. The researchers concluded that these translation errors occur due to poor competency of translators, limited capabilities of using assistive technology, and negligence of certain processes / steps of translation that the translator must carry out that the translator must carry out.

**Index Terms**—translation errors, translation accuracy, visually impaired translators

## I. INTRODUCTION

Of the little translation research that involves blind people as its research subjects, there are notable studies conducted by Nugroho et al. (2016) and Nugroho et al. (2021). From these two studies, the ability of blind people to translate academic and non-academic texts was successfully explored through an actual translation assignment. Apart from these two studies, also investigated the translation of news texts made by visually impaired translators, it must be outlined that their research did not actively involve visually impaired translators in an actual translation assignment, but only asked for the translation results from them in order to identify the translation techniques applied (Suryaningtyas & Cahyono, 2018). Despite variance, there is a common thread among these three studies, From these three studies, namely the low quality of translations from the visually impaired translators (Surya & Cahyono, 2018).

The low quality of translation is influenced by various factors, such as the poor quality of the source language. However, in many cases, the low quality of translation is caused by errors (Dewi, 2017; Hagemann, 2020; Putri, 2019). These translation errors originate from difficulties experienced by the translator and are not part of translation problems (Martín, 2009; Schwarz et al., 2016). Difficulties in translation are based on internal factors, whereas problems of translation are sourced from external factors. The internal factors are the abilities and skills possessed by the translator, such as the ability to understand the source and target languages, while the external factors are aspects of language, culture, and text that cause problems for the translator.

Our argument that translation errors are caused by internal factors of the translator is supported by Dewi's (2017) opinion that all translators will experience difficulties, but it is the translator's ability that prevents the possibility of making translation errors (Nord, 1997). From various translation studies, the skills of professional translators ensuring a

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greater capability to minimize translation errors, if compared to the translation results of non-professional, amateur, and student translators (Barabé, 2021; Płońska, 2017; Rahmatillah, 2013; Salam et al., 2017). Previous research about translations from visually impaired translators reveals no classification/link between the professionalism of the translator and how they overcome translation errors. Translation errors lower the quality of translation (Hansen, 2010; Tongpoon-Patanasorn & Griffith, 2020). The translation quality affected by the errors is known as the accuracy (Nababan et al., 2012) or equivalence (Hansen, 2010). Traditionally, accuracy, or equivalence, in translation includes both formal and dynamic equivalence (Nida in Sharkas, 2009). Formal equivalence focuses on the form and content of the message, while dynamic equivalence focuses on the effects produced by a translation (Sharkas, 2009). The higher the level of accuracy, the less the target language reader feels like they are reading a translation, if there are translation errors, the reader can immediately tell that the text is a less reliable translation (Pratama et al., 2021). In this study, the researcher utilizes the theory of translation accuracy proposed by Nababan (2012).

Based on the explanation above, the focus of this study has the following research questions:

- a. What translation errors are found in the translations produced by visually impaired translators?
- b. Do these translation errors affect the accuracy of the translation?

The two research questions are formulated based on previous research related to translation errors, translation accuracy, and visually impaired translators. If we combine these three keywords, we only find one that study, examines the translation process carried out by visually impaired translators (Nugroho, 2017). Nugroho's research is a study that applies true assignment to blind translators to see their translation competence. In Nugroho's study, the translation competence of visually impaired translators was identified from the use of translation techniques used by the research subjects.

In the identified translation techniques, there are several translation errors produced by the visually impaired translators, yet in this study there is no apparent relationship between these errors and the accuracy of the translation. The relationship between translation errors and translation accuracy is crucial, because errors result in low quality of accuracy, acceptability, and readability of the translation (Nababan et al., 2012). In measuring translation quality, Yildiz (2021) even reduces the translation quality score for every translation error found in the target language text.

Research on errors that influence translation accuracy has been conducted by several researchers. Have conducted research on translation errors made by professional and non-professional translators (Waddington, 2002; Hu, 2018; Cozma, 2019; Soltani et al., 2020). Discusses the method of assessing students' translation results, which determines the translation competence of the students involved (Waddington's study, 2002). By using four types of assessment methods, translation error becomes one of the reducing values in determining translation accuracy. Because of his focus on developing assessment methods, Waddington does not include examples of translations containing errors, ranging from moderate to fatal levels. Hu's (2018) research discusses the determination of translation quality standards based on the perspectives of translation students and editors. Translation errors are also one of the factors that reduce translation accuracy, unfortunately the type of translation errors that are included in the reducing factors are only punctuation errors.

Cozma's (2019) research discusses the types of translation errors made by translation students at the master's degree level when translating tourism texts, legal texts, and medical texts. Of the three types of texts, no translation is free from errors. Unfortunately, this study does not discuss the influence of these translation errors on the accuracy of the translation specifically and there is no choice of non-scientific text types. By using non-scientific text types, such as literary texts, the translator's competence and excellence can be further mapped. In contrast, the research of discusses translation errors in five categories of literary texts, namely prose, poetry, non-fiction, play, and media (Soltani et al., 2020). However, this study does not specifically analyze the relationship between these errors and the accuracy of the translation. This is very important, because there are errors that are moderate to fatal. Moderate errors will not affect the accuracy of the translation excessively, on the other hand, fatal errors will make the translation meaningless (Pradhya & Nugroho, 2015).

Of all these studies mentioned in the three paragraphs above, there has been no research involving visually impaired translators. In fact, blind people have different translation methods and procedures compared to how a sighted translator works (Nugroho, 2017; Nugroho et al., 2016).

## II. THEORETICAL FRAMEWORK

### A. *Translation Errors*

In the translation process, errors cannot be avoided by translators. Translation students, amateur translators, and professional translators are prone to making mistakes. This happens because translators have memory and cognitive processing limitations when carrying out the translation process (Séguinot, 1989). According to Vinay and Darbelnet, these errors arise because the translator does not pay attention to the meaning of words at the surface structure level, which actually have more than one meaning (Dewi, 2017). Furthermore, explains that a major translation error occurs when the translator fails to translate an essential word or group of words, which can distort the message of a text (Williams, 1989). On the other hand, a minor translation error, according to, is an error that will not affect the level of accuracy and effectiveness of a translation (Williams, 1989). In addition to major and minor translation errors, also introduced the term, namely "critical translation errors" (Williams, 1989). A translation can be classified as a critical translation error if the translation results in something perilous. One perfect example is medical text. There have been cases of patients dying due to translation errors (Restiana & Nugroho, 2021).

In this study, the researchers used the typology of translation errors developed (Lee & Ronowicz, 2014). This typology is chosen because it not only shows the types of errors, but also the results of errors and the significance of errors. The following is table 1 which summarizes this translation errors typology.

TABLE 1  
TRANSLATION ERRORS TYPOLOGY

Cause of errors	Typology	
Types of errors	Lexical errors	Incorrect word Loan word Word to be refined Redundant word Incorrect terminology Collocation
	Syntactical errors	Part of speech Ending Voice Word order Agreement Incomplete sentence Tautology Omission Spacing Punctuation
	Hygiene errors	
Results of errors	Distortion Ambiguity Target text (TT) unacceptability Information loss	
Significance of errors	Major	Minor

### B. Translation Accuracy

A good translation process can produce good quality. An assessment or evaluation of translation quality must involve the translation process, especially when it comes to see how the translator interprets the source text (ST) and the various procedures, carried out by the translator to overcome problems during the process of translating the text (Al-Qinai, 2002). Assessment of translation quality can be in the form of qualitative or quantitative evaluation. Quantitative assessment is in the form of mathematical or statistical calculations, while qualitative assessment is in the form of reader evaluations, interviews, and questionnaires (Williams, 2009). In various studies, the assessment of translation quality is considered trivial because of the issue of subjectivity. This subjectivity arises because translation is a complex communication process between the writer, reader, and translator as a mediator (Zehnalová, 2013). The author has his own ideas and messages in the text he wrote, the translator has an interpretation of the ST, and the reader has his own understanding of the ST that he reads. According to Zehnalová (2013), this is something natural, because of the "human factor" that exists within the writer, translator and reader. Therefore, argues that an evaluation of translation quality should be oriented towards the attributes of the target readers, such as language attributes, social background, and so on (Lauscher, 2000). For this reason, researchers use the translation quality assessment parameters developed (Nababan et al., 2012). The researchers recognize that there are many parameters about the quality of translation assessment to choose from, such as those developed by House (2014), Hatim (1998), and Drugan (2013), but none of these parameters correspond to the attributes of the Indonesian-speaking target readers. In addition, the parameters developed describes the quality of translation from three aspects: accuracy, acceptability, and readability (Nababan et al., 2012). However, in this study, the researchers only discussed the relationship between translation errors and translation accuracy. Translation accuracy is a very crucial factor, because this factor can distort the message conveyed in the ST, so that it can change the interpretation of the ST writer and the TT reader (Larassati et al., 2019). The following are the translation accuracy parameters developed (Nababan et al., 2012).

TABLE 2  
TRANSLATION ACCURACY PARAMETER

Scale	Qualitative Parameter
3	The meaning of words, technical terms, phrases, clauses, sentences or source language texts is accurately transferred into the target language; there is no distortion of meaning
2	Most of the meanings of words, technical terms, phrases, clauses, sentences or source language texts have been accurately transferred into the target language. However, there are still meaning distortions or double meaning translations or there are meanings that are omitted, which disrupts the integrity of the message.
1	The meanings of words, technical terms, phrases, clauses, sentences or source language texts are inaccurately transferred into the target language or deleted.

### III. RESEARCH METHOD

### A. The Research Approach

The paradigm in this study was of a qualitative one. This research was classified as qualitative research because the data collected and analyzed were language elements (Neuman, 2007). In addition, this research was also classified as phenomenological research, because this research examined the translations produced by visually impaired translators (Maykut & Morehouse, 1997). To examine this phenomenon, the researchers applied actual translation assignment to obtain translation data from the language pair in English (source language) and in Indonesian (target language) (Krein-Kuhle, 2003). According to, to clearly see the translators' translation skills, the translator's mother tongue is the language that can describe the translator's abilities, especially in relation to their language skills (Jancova, 2010).

### B. Participants

There were two participants involved in this study. The first participant was a visually impaired translator and the second was the translation accuracy assessors (raters). There were two visually impaired translators (AT and EPT) who met the translation experience and competence requirements, meanwhile there were three raters involved (AYP, SMD, and BBH). The criteria for selecting raters refer to the criteria suggested, they are: 1) mastering the theory and practice of translation; 2) having an academic background of at least a master's degree in translation; and 3) having five years of experience in assessing translation quality (Nugroho, 2017).

### C. Text Selection

The texts used in actual translation assignments were academic and non-academic texts (Qureshi et al., 2019). The academic text used was a qualitative research method text with English as its source language. Meanwhile, the type of non-academic text used was a fictional novel in Indonesian language. Both types of texts were chosen because of their wide readership in Indonesia, as these books always occupy the top positions for sales in Indonesian bookstores (Nugroho, 2017).

### D. Data Collection Techniques

To obtain data in this study, the researchers used three stages of direct data collection, they are 1) informing and preparing the subjects; 2) giving translation assignments; and 3) making verifications. To achieve consistency in the analysis, the researchers used a sample of 100 sentences consisting of 50 sentences for each text type (Lauffer, 2002).

### E. Data Analysis Techniques

In this study, researchers analyzed translation errors contained in data of one hundred sentences. Furthermore, these errors were analyzed in relation to translation accuracy assessed by raters. The stages of data analysis applied in this study consisted of domain, taxonomic, and componential analysis (Spradley, 1980). At the stage of the domain analysis, the researchers classified translation errors found in the translation data. Next, At the stage of taxonomy analysis, we added up the average translation errors made by the translators and looked for patterns. In addition, at the taxonomy analysis stage, there were two types of evaluation or analysis, namely quantitative and qualitative. Quantitative evaluation at this stage was done by calculating the quality of accuracy of each sentence. The raters determined whether the sentence had a value of 3 (accurate translation), 2 (less accurate translation), and 1 (inaccurate translation), while qualitative evaluation was done by interviewing the raters and visually impaired translators about the assessed translation product. Finally, at the componential analysis stage, the researchers examined the relationships between translation errors and translation accuracy that had been assessed by the raters. The identified relationship patterns become input for developing the competence of the translators.

## IV. RESULTS AND DISCUSSION

### A. Results

In this section, the researchers show the results of translation errors made by the visually impaired translators and their impact on the accuracy of the translations they produce.

TABLE 3  
TRANSLATION ERRORS OF ACADEMIC TEXT

Major	Result	Σ	%	Minor	Result	Σ	%
Incorrect word	Distortion	34	44.73%	Punctuation	Ambiguity	23	43.39%
	Target text unacceptability	18	23.68%				
Incorrect terminology	Target text unacceptability	14	18.42%	Spacing	Distortion	11	20.75%
Incomplete sentence	Target text unacceptability	8	10.52%	Omission	Information loss	9	16.98%
	Information loss	2	2.65%			Ambiguity	5
				Loan word	Distortion	3	5.66%
				Redundant word	Distortion	2	3.77%
		76	100%			53	100%

From Table 3., in the translation of academic texts, researchers can identify that there are two types of translation errors namely, classifications of major and minor errors. Major errors are translation errors that directly result in the inaccuracy of meaning in the translation because there is an alteration of meaning. Meanwhile, minor errors are translation errors that do not always result in an alteration of meaning and do not always result in inaccuracy in the translation. From the findings in table 3., for major translation errors, the translators often translate with incorrect words (52). Meanwhile, for minor translation errors, they often make errors in identifying and applying punctuation (23) in the translation.

The following are several examples of translation errors found in translations of academic texts.

#### a. Incorrect word

Translation errors that are classified into incorrect word types are translations with words that do not match the context. In this study, there are two types of incorrect words, the first is a word that does not match the context of the sentence and the second is a word with incorrect spelling. Here are the examples of both.

Excerpt 1	
Source Language	<b>Positivism</b> is the most widely practiced social science approach, especially in North America.
Target Language	<i>Positif adalah pendekatan ilmu sosial yang paling banyak dipraktikkan, terutama di Amerika Utara.</i>
Back Translation	<i>Positive</i> is the most widely practiced social science approach, especially in North America.

Excerpt 2	
Source Language	The interpretative approach is also scientific, but it sees the <b>idea</b> of “scientific” differently from positivism.
Target Language	<i>Pendekatan interpretatif juga ilmiah, tetapi melihat <b>ggasan</b>* “ilmiah” secara berbeda dari positivisme. *should be <b>gagasan</b>; <b>ggasan</b> is a non-existent word in Indonesia</i>
Back Translation	The interpretive approach is also scientific, but views the <b>ida</b> * of “scientific” differently from positivism. *should be <b>idea</b>

#### b. Incorrect terminology

This type of translation error is a mismatch in the translation of a particular field's terminology. This type of error usually appears in academic or formal texts.

Excerpt 3	
Source Language	Interpretative researchers are skeptical of the positivist attempts to produce precise <b>quantitative</b> measures of objective facts.
Target Language	<i>Peneliti interpretatif bersikap skeptis terhadap upaya positivis untuk menghasilkan ukuran <b>kuantitas</b> yang tepat dari fakta objektif.</i>
Back Translation	Interpretive researchers are skeptical of positivist attempts to produce precise <b>quantity</b> measures of objective facts.

#### c. Incomplete sentence

This type of translation error is related to the incompleteness of a syntactic unit of a sentence. Another definition of this translation error is sentence fragment.

Excerpt 4	
Source Language	The importance of carefully selecting and training interviewers was evident during 2004 U.S. presidential election.
Target Language	<i><b>Bukti pentingnya memilih dan melatih pewawancara secara cermat selama pemilihan presiden AS tahun 2004.</b></i>
Back Translation	<b>Evidence of the importance of carefully selecting and training interviewers during the 2004 US presidential election.</b>

#### d. Punctuation

This type of translation error is related to the incorrect use of punctuation marks such as “period, comma, colon, semi-colon, and so on”.

Excerpt 5	
Source Language	Ethics include the concerns, dilemmas, and conflicts that arise over the proper way to conduct research.
Target Language	<i>Etika mencakup kekhawatiran dilema, dan konflik yang timbul mengenai cara yang tepat untuk melakukan penelitian. *comma after “dilemma” is not retained</i>
Back Translation	Ethics include the concerns [,] dilemmas, and conflicts that arise over the proper way to conduct research.

#### e. Spacing

This type of translation error is also related to writing problems, namely the absence of spaces between words.

Excerpt 6	
Source Language	A professional researcher and the <b>research participants</b> or employee-assistants are in a relationship of unequal power and trust.
Target Language	<i>Seorang peneliti profesional dan <b>partisipan penelitian</b> atau asisten karyawan berada dalam hubungan kekuasaan dan kepercayaan yang tidak setara.</i>
Back Translation	A professional researcher and a <b>research participant</b> or employee assistant are in an unequal relationship of power and trust.

## f. Omission

If there are words or phrases or parts of the source language that are intentionally or unintentionally omitted in the translation, the translator is considered to have committed a translation error of the omission type.

Excerpt 7	
Source Language	Until the 1970s, when a newspaper report caused a scandal to erupt, the U.S. Public Health Service sponsored a study in which poor, uneducated African American men in Alabama suffered and died of untreated syphilis, <b>while researchers studied the severe physical disabilities that appear in advanced stages of the disease.</b>
Target Language	<i>Hingga tahun 1970-an, ketika sebuah laporan koran menyebabkan meletusnya sebuah skandal, Dinas Kesehatan Masyarakat AS mensponsori sebuah penelitian yang melibatkan pria Afrika Amerika yang miskin dan tak berpendidikan di Alabama yang menderita dan meninggal akibat sifilis yang tidak diobati.</i>
Back Translation	Until the 1970s, when a newspaper report caused a scandal, the U.S. Public Health Service sponsored a study involving poor, uneducated African American men in Alabama who were suffering and dying from untreated syphilis. * the clause " <b>while researchers studied the severe physical disabilities that appear in advanced stages of the disease</b> " is omitted

## g. Loan word

What is categorized as this type of translation error is the use of loan words that actually have an equivalent in the target language.

Excerpt 8	
Source Language	The only researchers who might even consider conducting a study that purposely induces great stress or <b>anxiety</b> in research participants are very experienced and take all necessary precautions before inducing anxiety or discomfort.
Target Language	<i>Satu-satunya peneliti yang mungkin mempertimbangkan untuk melakukan studi yang sengaja menimbulkan stres atau <b>anxiety</b> pada partisipan penelitian adalah mereka yang sangat berpengalaman dan mempersiapkan semua tindakan pencegahan yang diperlukan sebelum menimbulkan kecemasan atau ketidaknyamanan.</i>
Back Translation	The only researchers who might even consider conducting a study that purposely induces great stress or <b>anxiety</b> in research participants are very experienced and take all necessary precautions before inducing anxiety or discomfort.

## h. Redundant word

Translation errors that are categorized as redundant words are those where a word appears repeatedly in a sentence, resulting in an ineffective sentence.

Excerpt 9	
Source Language	<b>Machine interviewing</b> has not been successful because it lacks the human warmth, sense of trust, and rapport that an interviewer creates.
Target Language	<i><b>Wawancara dengan mesin</b> tidak berhasil karena <b>wawancara dengan mesin</b> kurang kehangatan manusia, rasa percaya, dan hubungan yang dibangun oleh pewawancara.</i>
Back Translation	<b>Machine interviews</b> fail because <b>machine interviews</b> lack the human warmth, trust, and rapport that an interviewer builds.

Furthermore, the translation errors resulting from the translation of non-academic texts were also successfully identified. Here are the findings.

TABLE 4  
TRANSLATION ERRORS OF NON-ACADEMIC TEXT

Major	Result	$\Sigma$	%	Minor	Result	$\Sigma$	%
Incomplete sentence	Target text	21	45.65%	Spacing	Distortion	20	57.14%
	unacceptability				Information loss	9	25.73%
Incorrect word	Distortion	7	15.21%	Ambiguity	Information loss		
	Target text	5	10.86%		Ambiguity	5	14.28%
Part of speech	unacceptability			Redundant word	Distortion	1	2.85
	Target text	2	4.34%				
	unacceptability						
		46	100%			35	100%

In contrast to the findings of translation errors in academic text translations, from Table 4 above, the translators often produce incomplete sentences (32) in non-academic text translations. This translation error is categorized as a major translation error. Meanwhile, the type of minor translation error that is often produced by the visually impaired translators in non-academic text translations is spacing (20). From the comparison of the frequency of translation errors found in academic and non-academic text translations, the researchers can identify that translation errors produced in academic text translations (129 findings) are more often than in non-academic text translations (81 findings).

The findings indicate that the visually impaired translators do not experience much difficulty when translating non-academic text compared to an academic one. This is also in accordance with research findings which shows that the visually impaired translators feel more freedom or flexibility in expressing themselves when translating non-academic texts, such as fictional novels, short stories, and so on (Nugroho et al., 2021). Compared to translating non-academic texts, they argue that academic text contains a lot of unfamiliar terminology that is difficult to find in the dictionaries using the screen reader technology they operate.

In the following paragraphs, we will show the examples of translation errors in the translation of non-academic texts.

#### a. Incomplete sentence

In the non-academic text, the researchers can also identify the incomplete sentences produced by the visually impaired translators.

Excerpt 10	
Source Language	<i>Aku merasa lebih baik aku menyerah dalam kesunyian hati ini. (I feel it's better if I surrender to this silence of heart.)</i>
Target Language	<b>Better to surrender in this silence of heart.</b>

#### b. Incorrect word

In addition to incomplete sentences, translation errors that are also found in non-academic text translations are incorrect words. However, the type of incorrect word found in non-academic text translation is only a word with incorrect spelling.

Excerpt 11	
Source Language	<i>Berbahagialah, itu <b>doaku</b> selalu kepada Tuhan. (Be happy, that is my <b>prayer</b> to God always.)</i>
Target Language	Be happy, that is my <b>sprayer</b> * to God. *The translator not only misspelling the word " <b>prayer</b> " into " <b>sprayer</b> ", but also shifting the original meaning

#### c. Part of speech

This type of translation error is a mistake in using part of speech in translation. This error occurs because there is a word that can be classified into several parts of speech and the translator cannot identify which part of speech category is correct.

Excerpt 12	
Source Language	<i>Aku justru merasakan <b>sebaliknya</b>, karena kau sudah telanjur tak menganggapku ada, mengapa aku tak benar-benar menghilang saja. (I actually feel the <b>opposite</b>, since you already don't think I exist, why don't I just disappear completely.)</i>
Target Language	I actually feel <b>opposed</b> *, since you already don't think I exist, why don't I just disappear completely. *in the source language " <b>sebaliknya</b> " is an adverb, while in the target language " <b>opposed</b> " is an adjective that shifts the original meaning

#### d. Spacing

This type of translation error is also often found in translations of non-academic text. The researchers are able to identify the absence of spaces between words in translations produced by the visually impaired translators.

Excerpt 13	
Source Language	<i>Aku sebenarnya tak takut maju berperang dan mengusahakan hal itu. (I'm actually not afraid to go to war and try to do that.)</i>
Target Language	<b>Im</b> * actually not afraid to go to war and try to do that. *should be " <b>I'm</b> or <b>I am</b> "

#### e. Omission

In the translation of non-academic text, the researchers may also find intentional and unintentional omissions of words or phrases or parts of the source language.

Excerpt 14	
Source Language	<i>Aku harap <b>semua</b> itu bukan hanya mimpi <b>di siang bolong</b>. (I hope all of this isn't just a <b>daydream</b>.)</i>
Target Language	I hope this is not just a <b>dream</b> . *the words " <b>all of...</b> " are omitted and " <b>daydream</b> " is just translated as " <b>dream</b> "

#### f. Redundant word

Lastly, the translation error that is also found in the non-academic text translation is a redundant word. This type of error produces an ineffective sentence, because there is a repetition of the same word in a sentence.

Excerpt 15	
Source Language	<i>Keinginan yang besar saja <b>ternyata</b> tidak cukup untuk menghadang kesulitan yang datang silih berganti. (A strong desire alone is apparently not enough to overcome the difficulties that come one after another.)</i>
Target Language	<b>Apparently</b> strong desire alone is <b>apparently</b> not enough to block the difficulties that come one after another.

The translation errors produced by the visually impaired translators result into the following translation quality pattern.

TABLE 5  
TRANSLATION ACCURACY OF ACADEMIC TEXT

Translation Errors	$\Sigma$	Translation Accuracy Parameter			$\bar{x}$ Accuracy
		3	2	1	
Incorrect word	52	0	6	46	1,12
Incorrect terminology	14	0	1	13	1,07
Incomplete sentence	10	0	2	8	1,20
Punctuation	23	0	9	14	1,39
Spacing	11	2	4	5	1,73
Omission	14	0	1	13	1,07
Loan word	3	2	1	0	2,67
Redundant word	2	0	2	0	2,00

Based on Table 5 above, there are two implications of translation errors on the quality of translation accuracy. The first implication is that translation errors result in low translation accuracy. The second implication is that there are certain translation errors that do not fully reduce the quality of translation accuracy. Most translation errors reduce the quality of translation accuracy to a translation with low accuracy. Translation errors that fall into this category result in alteration of meaning, ambiguity of meaning, and loss of certain information in the translated text. Meanwhile, translation errors do not completely reduce the quality of translation accuracy, related to two spacing errors and two uses of loan words for certain terminology.

Furthermore, the translation errors produced by the visually impaired translators for non-academic texts produce the following quality pattern.

TABLE 6  
TRANSLATION ACCURACY OF NON-ACADEMIC TEXT

Translation Errors	$\Sigma$	Translation Accuracy Parameter			$\bar{x}$ Accuracy
		3	2	1	
Incomplete sentence	32	0	14	18	1,44
Incorrect word	12	0	2	10	1,17
Part of speech	2	0	0	2	1,00
Spacing	20	5	8	7	1,90
Omission	14	0	2	11	1,07
Redundant word	1	0	1	0	2,00

From Table 6 above, there is a similarity in the pattern between the influence of translation errors on the accuracy of academic text translations, namely that almost all translation errors reduce the quality of accuracy, except for 5 spacing errors which do not reduce the quality of translation accuracy. We can conclude that spacing errors are a type of translation error that can still be tolerated by the three raters in both types of texts.

## B. Discussion

From the observation made by the researchers during the translation process, these translation errors are caused by the following reasons.

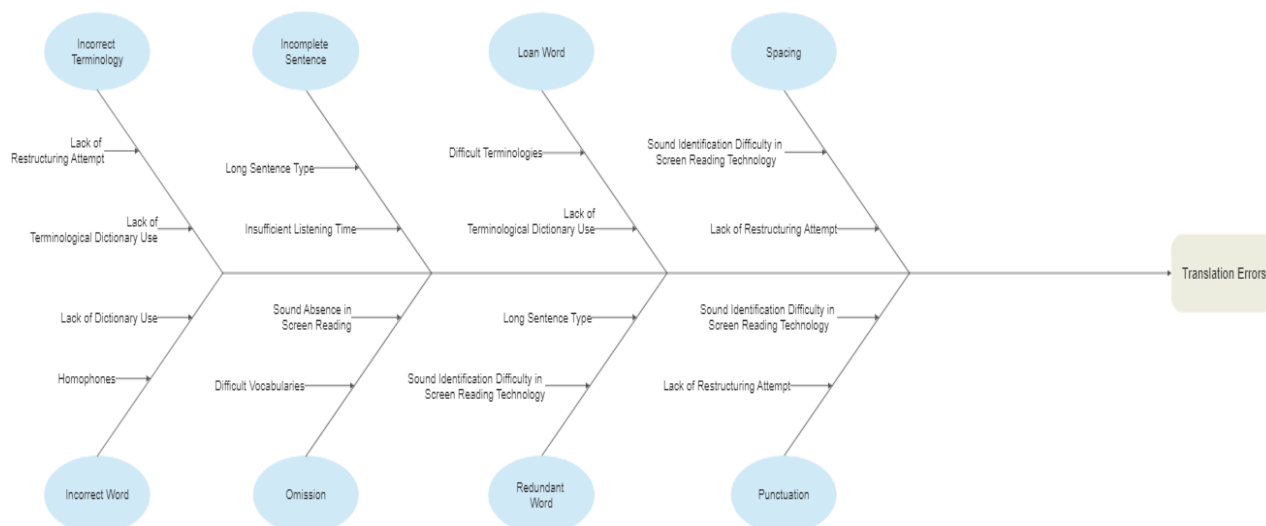


Figure 1. Pattern of Translation Errors

From Figure 1 above, the researchers can identify that there are three things that influence the occurrence of translation errors produced by the visually impaired translators, namely: (a) low translator competence; (b) limited assistive technology capabilities; and (c) negligence of certain translation steps that must be carried out by the translators, namely restructuring step (Pradhyta & Nugroho, 2015). This low translation competence usually results in changes or alterations of meaning, the emergence of incorrect terminology or jargon, and the omission of important information. According to, a translator must have five translation sub-competencies supported by psycho-physiological components (PACTE, 2003). The five translation sub-competencies are bilingual, extra-linguistic, instrumental, knowledge about translation, and strategic sub-competence. We assume that errors related to excessive changes in the meaning of the translation and the elimination of language units that should appear in the target language are related to low bilingual sub competence and knowledge about translation.

In a similar case, also observed a pattern of the habit of non-professional visually impaired translators who tend to change the meaning of the source language if they find words that are difficult or they do not understand (Sunardi et al., 2022; Nugroho et al., 2022). Through translation assignment experiments, this habit occurs because the translation deadline limits the performance of the translators (Nugroho et al., 2021). Nugroho et al. (2016) argue that the time given to visually impaired translators should be twice longer than that given to sighted translators. However, this is contrary to the demands of the translation industry which urges that any translation project needs to be carried out in the shortest possible time (Nugroho et al., 2019). Thus, to create a more inclusive translation industry, we argue that adjustments need to be made on both sides. Visually impaired translators must improve other sub-competencies, such as instrumental (sub)-competencies and strategic (sub)-competencies, in order to produce accurate and fast translations. On the other hand, the translation industry should provide more flexible work deadlines for visually impaired translators.

These translation errors must be handled properly by translators, because in extreme situations conditions, low levels of translation accuracy can also endanger the lives of others (Dharmawan et al., 2019). In addition to the low competence of these translators, their limited capabilities of assistive technology, especially the JAWS screen reader, also influence the occurrences of spacing errors and incorrect words. Observes that the JAWS software used by visually impaired translators has a noticeable weakness in its phonological capability (Nugroho, 2017). For example, JAWS has difficulty in identifying juncture sounds, such as “ice cream” and “I scream”. If not addressed, these errors will not only result in low quality and the accuracy of meaning, but also in the quality of acceptability and readability of a translation (Nugroho et al., 2022, 2017; Sunardi et al., 2017). Therefore, the researchers argue that there are two parties that need to make adjustments. First, assistive technology developers need to fix this weakness, for example by adding auto-correction and context reader features. Second, visually impaired translators need to improve their mastery of assistive translation technology, that is compatible with their screen readers, such as spellcheckers and grammar enhancers.

## V. CONCLUSION

In this study, the researchers conclude that the translation errors produced by the research subjects have a significant influence on the low quality of the accuracy of the translations they produce. Almost all types of translation errors can reduce translation accuracy. This low accuracy is due to the alteration of meaning, ambiguity of meaning, and loss of certain information in the translated text. However, from the findings of the quantity of translation errors identified, the researchers conclude that the main potential of visually impaired translators is in translating non-academic texts, such as literary texts. This potential exists is seen because the number of translation errors produced by the translators in the non-academic text is not as high as in the academic text.

In addition, these translation errors originate from three factors, namely: (a) low translator competence; (b) limited assistive technology capabilities; and (c) negligence of certain translation steps that must be carried out by the translator. In order to develop the quality of visually impaired translators, these three factors have strong implications that they must improve their translation competence, especially their bilingual competence, and have high discipline in implementing the stages of the translation process, especially at the restructuring stage. We also conclude that all translation errors produced by the research subjects can indicate that they have not reached the level of professional translators, especially from the existence of minor translation errors that will not be made by any translators within this caliber.

This study is not without shortcomings. One of the weaknesses of this study is the limited number of research subjects involved, namely two visually impaired translators. Although the number of visually impaired translators has increased, there are limited number of persons willing to be involved in a translation experiment. We consider that generalizations about the competence of visually impaired translators need to be proven again by involving a larger sample of blind translators. Further research also needs to apply experimental research or classroom action research, so that the improvements of visually impaired translators can be identified objectively. In other words, after knowing the translation errors produced, we need to have a certain follow up, namely translation training. By having this particular training, it is hoped that the translation errors produced by visually impaired translators can be minimized in the future.

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